

ART - curriculum information

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

Art and design skills will be taught as an integrated part of a theme based curriculum, with skills being applied in relation to each class' current topic.

What children learn:

Element	Year 3	Year 4	Year 5	Year 6
Drawing	<p>Show facial expressions in their drawings</p> <p>Use their sketches to produce a final piece of work</p> <p>Write an explanation of their sketch in notes</p> <p>Use different grades of pencil shade, to show</p>	<p>Begin to show facial expressions and body language</p> <p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>Identify and draw simple objects, and use marks and lines to produce texture</p> <p>Successfully use shading to create mood and feeling</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement</p>	<p>Sketches communicate emotions and a sense of self with accuracy and imagination</p> <p>Explain why they have combined different tools to create their drawings</p> <p>Explain why they have chosen specific drawing techniques</p>



	different tones and texture	Show reflections Explain why they have chosen specific materials to draw with	Show reflections Explain why they have chosen specific materials to draw with	
Painting	Predict with accuracy the colours that they mix Know where each of the primary and secondary colours sits on the colour wheel Create colourwash background Use a range of brushes to create different effects	Create all the colours they need Create mood in their paintings Successfully use shading to create mood and feeling	Create a range of moods in their paintings Express their emotions accurately through their painting and sketches	Explain what their own style is Use a wide range of techniques in their work Explain why they have chosen specific painting techniques
Printing	Make a printing block Make a two colour print	Print using at least four colours Create an accurate print design Print onto different material	Print using a number of colours Create an accurate print design that meets a given criteria Print onto different materials	Overprint using different colours Look carefully at the methods they use and make decisions about the effectiveness of their printing methods
Sketch books	Use their sketch books to express feelings about a subject and to describe likes and dislikes Make notes in their sketch books about techniques used by artists Suggest improvements to their work by keeping notes in their sketch books	Use their sketch books to express their feelings about various subjects and outline likes and dislikes Produce a montage all about themselves Use their sketch books to adapt and improve their original ideas Keep notes about the purpose of their work	Keep notes in their sketch books as to how they might develop their work further Use their sketch books to compare and discuss ideas with others	Sketch books contain detailed notes, quotes and explanations Compare their methods to those of others and keep notes in their sketch books Combine graphics and text based research of commercial design, for example magazines etc., to influence the layout of their sketch books. Adapt and refine their work to reflect its meaning and purpose, keeping notes and annotations

<p>3D/Textiles</p>	<p>Add onto their work to create texture and shape</p> <p>Work with life size materials</p> <p>Create pop-ups</p> <p>Use more than one type of stitch</p> <p>Join fabric together to form a quilt using padding</p> <p>Use sewing to add detail to a piece of work</p> <p>Add texture to a piece of work</p>	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Begin to sculpt clay and other mouldable materials</p> <p>Use early textile and sewing skills as part of a project</p>	<p>Experiment with and combine materials and processes to design and make 3D form</p> <p>Sculpt clay and other mouldable materials</p> <p>Use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. This could include running stitch, cross stitch, backstitch, appliqué and/or embroidery</p>	<p>Create models on a range of scales</p> <p>Create work which is open to interpretation by the audience</p> <p>Include both visual and tactile elements in their work</p>
<p>Collage</p>	<p>Cut very accurately</p> <p>Overlap materials</p> <p>Experiment using different colours</p> <p>Use mosaic</p> <p>Use montage</p>	<p>Use ceramic mosaic</p> <p>Combine visual and tactile qualities</p>	<p>Use ceramic mosaic to produce a piece of art</p> <p>Combine visual and tactile qualities to express mood and emotion</p>	<p>Justify the materials they have chosen</p> <p>Combine pattern, tone and shape</p>
<p>I.T</p> <p>Article 17 (access to information from the media)</p>	<p>Use the printed images they take with a digital camera and combine them with other media to produce art work</p> <p>Use IT programs to create a piece of work that includes their own work and that of others (using web)</p> <p>Use the web to research an artist or style of art</p>	<p>Present a collection of their work on a slide show</p> <p>Create a piece of art work which includes the integration of digital images they have taken</p> <p>Combine graphics and text based on their research</p>	<p>Create a piece of art work which integrates digital images they have taken</p> <p>Combine graphics and text based on their research</p> <p>Scan images and take digital photos, and use software to alter them, adapt them and create work with meaning</p> <p>Create digital images with animation, video and sound to communicate their ideas</p>	<p>Use software packages to create pieces of digital art to design.</p> <p>Create a piece of art which can be used as part of a wider presentation</p>
<p>Knowledge</p> <p>Article 12 (respect for the</p>	<p>Compare work of different artists</p>	<p>Experiment with different styles which artists have used</p>	<p>Experiment with different styles which artists have used</p>	<p>Make a record about the styles and qualities in their work</p>

<p>views of the child)</p>	<p>Explore work from other cultures / periods of time</p> <p>Begin to understand the viewpoints of others by looking at images of people and understand how they are feeling /what the artist is trying to express</p>	<p>Explain art from other periods of history</p>	<p>Learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information</p>	<p>Say what their work is influenced by</p> <p>Include technical aspects in their work, e.g. architectural design</p>
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